

Month	September	October	November	December	January
Reading Focus	Novels <i>7th Grade: Tangerine by Edward Bloor</i> <i>Prentice Hall Unit 1</i>	Novels <i>7th Grade: Tangerine by Edward Bloor</i> <i>Prentice Hall Unit 2</i>	Nonfiction <i>(Stronger emphasis on non-fiction)</i> <i>Prentice Hall Unit 3</i>	Informational Texts and Functional Documents 7th Grade: Omnivore’s Dilemma (Tasks 1, 2, &3). <i>Prentice Hall Unit 3</i>	Poetry 7th Grade: Omnivore’s Dilemma (Tasks 1, 2, &3). <i>Prentice Hall Unit 4</i>
Skills of the Week	Skills of the Week Week 1: Theme in Fiction Central Idea in Nonfiction Week 2: Context Clues Narrative Text Context Clues Point of View Week 3: Locate Types of Information Comparing Fiction and Nonfiction Comparing Characters Week 4: Author’s Purpose Setting/Historical Context Analyzing Structure and Format/	Skills of the Week Week 1: Point of View Theme Week 2: Make predictions Plot Make Predictions Character Week 3: Understand text and structure purpose Comparing Idioms Week 4: Make Inferences Conflict and Resolution Make Inferences Theme Connecting ideas to make inferences and generalizations Comparing Irony	Skills of the Week Week 1: Point of View and Purpose Development of Ideas/Word Choice and Tone Week 2: Main Idea-expository /reflective Week 3: Analyze author’s argument Comparing Biography and Autobiography Classifying fact and opinion/word choice Week 4: Analyze structure and purpose Comparing humor	Skills of the Week Week 1: Point of View and Purpose Development of Ideas/Word Choice and Tone Week 2: Main Idea-expository/ reflective Week 3: Analyze author’s argument Comparing Biography and Autobiography Classifying fact and opinion/word choice Week 4: Analyze structure and purpose Comparing humor	Skills of the Week Week 1: Figurative Language Poetic form and Structure Week 2: Drawing Conclusions Forms of Poetry Draw conclusions Figurative language Week 3: Follow Technical directions Comparing narrative poems Paraphrase Sound devices Week 4: Determine the Main Idea Comparing Imagery
Genre of the Month	Fiction and Nonfiction	Short Story	Nonfiction	Nonfiction	Poetry
Theme	IDENTITY/TRUTH	IDENTITY/CONFLICT	AWARENESS	AWARENESS	COMMUNICATION
Prentice Hall Literature	PH Unit 1: Fiction and Non-Fiction Pulled from In-house classroom novel libraries	PH Unit 2: Short Stories Pulled from In-house classroom novel libraries	PH Unit 3: Non-Fiction Pulled from In-house classroom novel libraries	PH Unit 3: Non-Fiction Pulled from In-house classroom novel libraries	PH Unit 4: Poetry Pulled from In-house classroom novel libraries
Reading	Prentice Hall Literature	Class sets of various novels depending	PH Literature, fiction and non-fiction	PH Literature, periodicals, persuasive	PH Literature, anthologies, short story

Suggested Revisions and Additions: 10/2/2012 (Highlighted in yellow/green)

Created by: Lisa Ann Hermann, AP; Dr. Gladys Evans, Gr 7 ELA teacher; Sharon Mahabir, CFN 211 Coach

<div>Resources</div>	<div>25 Book Goal, Class sets of various novels depending on level, interests, and availability, Common Core library and Text Exemplars, PHLitonline.com, possible titles include:</div> <div>7th Grade: <u>Tangerine</u>: by Edward Bloor</div> <div>Grade 7 Unit 1: Big Question/Essential Question: What is the Best Way To Find The Truth?<ul style="list-style-type: none">(Fiction/short story) “The Tale of the Mandarin Ducks by Katherine Paterson (Students Complete Task 1 or 2)Teacher picks from leveled selections in Unit 1(Fiction) The Three-Century Woman by Richard Peck p. 11(Nonfiction) from The Great Fire by Jim Murphy p. 19(Nonfiction) The Fall of the Hindenburg by Michael Morrison p. 20(Short Story) Papa’s Parrot by Cynthia Rylant p. 26 and (Informational Text) Do Parrots Like Rocky Understand Language? (Literature in Context) p. 29 (Autobiography) mk by Jean Fritz p. 34(Autobiography) from An American Childhood by Annie Dillard p. 52(Short Story) The Luckiest Time of All by Lucille Clifton p. 62 and (Informational Text) A Matter of Luck (Literature in Context) p. 64(Functional Text) Atlas: East Asia by Dorling Kindersley p. 73(Expository Text) Discovering a Paper Son by Byron Yee p. 75(Reflective Essay) from Barrio Boy by Ernesto Galarza p. 80(Short Story) A Day’s Wait by Ernest Hemingway p. 87 and (Informational Text) Temperature Scales (Literature in Context) p. 89(Short Story) All Summer in a Day by Ray Bradbury p. 102 and (Informational Text) The Hothouse Planet (Literature in Context) p. 106(Short Story) Suzy and Leah by Jane Yolen p. 114</div>	<div>on level, interests, and availability, Common Core library and Text Exemplars, PHLitonline.com, possible titles include:</div> <div>7th Grade: <u>Tangerine</u>: by Edward Bloor</div> <div>Grade 7 Unit 2: Big Question/Essential Question: Does every conflict have a winner?<ul style="list-style-type: none">(Short Story) Two kinds from The Joy Luck Club by Amy Tran p. 260Teacher picks from leveled selections in Unit 2(Short Story) The Dinner Party by Mona Gardner p. 205(Short Story) The Treasure of Lemon Brown by Walter Dean Myers p. 207(Short Story) The Bear Boy by Joseph Bruchac p. 220 and (Informational Text) The Pueblo (Literature in Context) p. 223(Short Story) Rikki-Tikki-Tavi by Rudyard Kipling p. 228 and (Informational Text) Cobra Fact and Fiction (Literature in Context) p. 223(Short Story) from Letters from Rifka by Karen Hesse p. 252(Expository Text) Mongoose on the Loose by Larry Luxner p. 283(Functional Text) Indian Grey Mongoose by Brittanica Society p. 285(Short Story) Seventh Grade by Gary Soto p. 290 and (Informational Text) New English Words (Literature in Context) p. 294(Reflective Essay) Melting Pot by Anna Quindlen p. 296(Short Story) The Third Wish by Joan Aiken and (Informational Text) A Star is Born (Literature in Context) p. 316(Short Story) Amigo Brother by Piri Thomas p. 322 and (Informational Text) Spanish Terms (Literature in Context) p. 326(Short Story) Zoo by Edward Hoch p. 340(Short Story) Ribbons by Laurence Yep</div>	<div>from Springboard, Common Core library and Text Exemplars, The World Anthology, Reading and Writing Sourcebook, Peoples Common Core, PHLitonline.com, etc</div> <div>Grade 7 Unit 3: Big Question/Essential Question: What should we learn?<ul style="list-style-type: none">(Historical Account) from Freedom Walkers by Russell Freedman p. 413Teacher picks from leveled selections in Unit 3(Narrative Essay) from What Makes a Rembrandt a Rembrandt by Richard Muhlberger p. 415(Expository Essay) Life Without Gravity by Robert Zimmerman p. 59 and (Informative Text) Weighted Down (Literature in Context) p. 427(Expository Essay) Conversational Ballgames by Nancy Masterson Sakamoto by p. 432(Reflective Essay) I am a Native of North America by Chief Dan George p. 444(Reflective Essay) Volar: To Fly by Judith Ortiz Cofer p. 452(Expository Text) Keep It Quiet by PH Science Explorer p. 463(Expository Text) On The Boardwalk by Amanda F. Swennes p. 465(Article) A Special Gift-The Legacy of “Snowflake” Bentley by Barbara Eaglesham p. 470(Autobiography) No Gumption by Russell Baker p. 474(Persuasive Speech) All Together Now by Barbara John p. 494(Persuasive Essay) The Eternal Frontier by Louis L’ Amour p. 500(Expository Essay) The Real Story of a Cowboy’s Life by Geoffrey C. Ward p. 510(Narrative Essay) Rattlesnake Hunt by Marjorie Kinnan Rawlings p. 518 and (Informational Text) Scientific Words from Greek Origins (Literature in Context) p. 523(Functional Text) How to Recognize Venomous Snakes in North America</div>	<div>texts, Springboard, Peoples Common Core, anthologies, informational text classroom library titles, newspaper and magazine articles, collected functional documents (recipes, procedural manuals, charts/graphs), atlases, applications, contracts, signs, “how-to’s”, Common Core library and Text Exemplars, PHLitonline.com, etc.</div> <div>7th Grade: Omnivore’s Dilemma (Tasks 1, 2, &3).</div> <div>Grade 7 Unit 3: Big Question/Essential Question: What should we learn?<ul style="list-style-type: none">Historical Account) from Freedom Walkers by Russell Freedman p. 413Teacher picks from leveled selections in Unit 3(Narrative Essay) from What Makes a Rembrandt a Rembrandt by Richard Muhlberger p. 415(Expository Essay) Life Without Gravity by Robert Zimmerman p. 59 and (Informative Text) Weighted Down (Literature in Context) p. 427(Expository Essay) Conversational Ballgames by Nancy Masterson Sakamoto by p. 432(Reflective Essay) I am a Native of North America by Chief Dan George p. 444(Reflective Essay) Volar: To Fly by Judith Ortiz Cofer p. 452(Expository Text) Keep It Quiet by PH Science Explorer p. 463(Expository Text) On The Boardwalk by Amanda F. Swennes p. 465(Article) A Special Gift-The Legacy of “Snowflake” Bentley by Barbara Eaglesham p. 470(Autobiography) No Gumption by Russell Baker p. 474(Persuasive Speech) All Together Now by Barbara John p. 494(Persuasive Essay) The Eternal Frontier by Louis L’ Amour p. 500(Expository Essay) The Real Story of</div>	<div>collections (Gary Soto, Walter Dean Meyers) copies as needed, Common Core Library and Text Exemplars, Peoples Common Core, The World Anthology, play scripts/scenes, PHLitonline.com, etc</div> <div>7th Grade: Omnivore’s Dilemma (Tasks 1, 2, &3).</div> <div>Grade 7 Unit 4: Big Question/Essential Question: What is the best way to communicate?<ul style="list-style-type: none">(Poem) The Railway Train by Emily Dickinson p. 577Teacher picks from leveled selections in Unit 4(Poem) Maestra/The Desert Is My Mother/Bailando by Pat Mora p. 578(Lyric Poem) The Rider by Naomi Shihab Nye p. 586(Concrete Poem) Seal by William Jay Smith p. 588(Haiku) Haiku by Buson p. 590(Lyric Poem) Winter by Nikki Giovanni p. 594(Concrete Poem) Forsythia by Mary Ellen Solt p. 595(Haiku) Haiku by Matsuo Basho p. 596(Figurative Language) Life by Naomi Long Madgett p. 604(Figurative Language) Loo-Wit by Wendy Rose p. 606(Figurative Language) The Courage That My Mother Had by Edna St. Vincent Millay p. 608(Figurative Language) Mother to Son by Langston Hughes p. 612(Figurative Language) The Village Blacksmith by Henry Wadsworth Longfellow p. 614(Figurative Language) Fog by Carl Sandburg p. 616(Functional Text) How to Download Ringtones for a Cell Phone p. 623(Functional Text) Cell Phone Warranty p. 625(Narrative Poem) The Highwayman by Alfred Noyes p. 630(Narrative Poem) How I Learned</div>
----------------------	---	---	--	---	--

	<ul style="list-style-type: none">(Narrative Essay) My First Free Summer by Julia Alvarez p. 132(Autobiography) from Angela’s Ashes by Frank McCourt p. 140(Functional Text) The Flat Rock Playhouse p. 155(Functional Text) Crystal Springs Uplands School Theater p. 157(Humorous Essay) The Night the Bed Fell by James Thurber p. 162(Short Story) Stolen Day by Sherwood Anderson p. 168	<p>p. 346 and (Informational Text) Dancing en Pointe (Literature in Context) p. 355</p> <ul style="list-style-type: none">(Expository Text) Walking for Exercise and Pleasure p. 365(Expository Text) Safe Routes to School p. 367(Short Story) After Twenty Years by O. Henry p. 372(Short Story) He-y, Come on Ou-t! by Shinichi Hoshi p. 378	<p>p. 531</p> <ul style="list-style-type: none">(Functional Text) State Park Warning Signs p. 533(Humorous Essay) Alligator by Bailey White p. 538(Narrative Poem) The Cremation of Sam McGee by Robert Service p. 542	<p>a Cowboy’s Life by Geoffrey C. Ward p. 510</p> <ul style="list-style-type: none">(Narrative Essay) Rattlesnake Hunt by Marjorie Kinnan Rawlings p. 518 and (Informational Text) Scientific Words from Greek Origins (Literature in Context) p. 523(Functional Text) How to Recognize Venomous Snakes in North America p. 531(Functional Text) State Park Warning Signs p. 533(Humorous Essay) Alligator by Bailey White p. 538(Narrative Poem) The Cremation of Sam McGee by Robert Service p. 542	<p>English by Gregory Djanikian p. 636</p> <ul style="list-style-type: none">(Sound Devices) Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out by Shel Silverstein p. 650(Sound Devices) One by James Berry p. 652(Sound Devices) Weather by Eve Merriam p. 654(Sound Devices) Full Fathom Five by William Shakespeare p. 658(Sound Devices) Train Tune by Louise Bogan p. 659(Sound Devices) Onomatopoeia by Eve Merriam p. 660(Sound Devices) Annabel Lee by Edgar Allan Poe p. 668(Sound Devices) Martin Luther King by Raymond R. Patterson p. 670(Sound Devices) I’m Nobody by Emily Dickinson p. 672(Rhythm and Rhyme) Father William by Lewis Carroll p. 676(Rhythm and Rhyme) Stopping by Woods on a Snowy Evening by Robert Frost p. 678(Rhythm and Rhyme) Jim by Gwendolyn Brooks p. 680(Expository Text) The Rhythms of Rap by Kathiann M. Kowalski p. 687(Expository Text) Conjunction Junction by Schoolhouse Rock p. 689(Imagery) Miracles by Walt Whitman p. 694(Imagery) in Just- by E.E. Cummings p. 696
Essential Questions	7 th Grade Unit 1: What Is The Best Way To Find The Truth?	7 th Grade Unit 2: Does Every Conflict Have A Winner?	7 th Grade Unit 3: What Should We Learn?	7 th Grade Unit 3: What Should We Learn?	7 th Grade Unit 4: What Is The Best Way To Communicate?
Writing Focus and Assessment/s Grade 7 *Vocabulary exams given according to teacher’s	Cornell Note taking 7 th Grade Prentice Hall Unit 1: Writing Workshop: Description: Descriptive Essay (p.92). Writing Workshop: Narration:	Cornell Note taking 7 th Grade Prentice Hall Unit 2: Writing Workshop: Argument: Response to Literature: (p.302) Writing Workshop: Narrative Text:	Cornell Note taking 7 th Grade Prentice Hall Unit 3: Writing Workshop: Explanatory Text: How-to-Essay (p.484).	Cornell Note taking 7 th Grade Prentice Hall Unit 3: Writing Workshop: Explanatory Text: How-to-Essay (p.484).	Cornell Note taking 7 th Grade Prentice Hall Unit 4: Writing Workshop: Argument: Problem-and-Solution Essay (p.640).

discretion...as students progress through the Units	<p>Autobiographical Narrative (p.176).</p> <p>Unit 1: Informational Texts-p.72-p.76. East Asia (Atlas Entry). Byron Yee: Discovering a Paper Son. (Public Document).</p> <p>Timed Writing: Locate Information to Write a Letter. Task: Write a letter from the perspective if a “paper son”, like Byron Yee’s father, arriving in America for the first time. Write to your family and describe your experiences. Use the public document you have read to add details to your letter.</p> <p>Unit 1: Assessment Workshop: Unit 1: Assessment Workshop: Fiction and Nonfiction Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 188-193.</p> <p>Conventions of Grammar Unit 1:</p> <ul style="list-style-type: none">• Common and Proper Nouns,• Possessive Nouns,• Revising Incorrect Forms of Plural Nouns,• Personal Pronouns,• Possessive Pronouns,• Checking Pronoun-Antecedent Agreement	<p>Short Story (p.384).</p> <p>Unit 2: Informational Texts-p.283-p.286. Mongoose on the Loose. (Magazine Article). Indian Grey Mongoose. (Encyclopedia Entry).</p> <p>Timed Writing: Write a Description. Task: Describe a mongoose. Include specific details from the magazine article and encyclopedia entry that describe its appearance and behavior. Include vivid words and phrases that create strong images for readers.</p> <p>Unit 2: Assessment Workshop: Short Stories Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 396-401.</p> <p>Conventions of Grammar Unit 2:</p> <ul style="list-style-type: none">• Verbs,• The Principal Parts of Verbs,• Word Choice,• Adjectives, Adverbs,• Revising for Correct Verb Tense	<p>Writing Workshop: Explanatory Text: Comparison-and-Contrast Essay (p.548).</p> <p>Unit 3: Informational Texts-p.463-p.466. Keeping It Quiet. (Textbook Article). On the Boardwalk. (Magazine Article).</p> <p>Timed Writing: Write a Proposal for a Solution. Task: Noise pollution can be a serious hazard. Write a brief essay in which you propose a solution to this problem in your community. Use information from both texts to support your argument.</p> <p>Unit 3: Assessment Workshop: Types of Nonfiction Cumulative Review: Reading Literature/Informational Text/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 560-565.</p> <p>Conventions of Grammar Unit 3:</p> <ul style="list-style-type: none">• Conjunctions,• Prepositions and Prepositional Phrases,• Revising to Combine Sentences Using Conjunctions,• Subjects and Predicates,• Compound Subjects and Predicates,• Revising Errors in Adjectives and Adverb Usage	<p>Writing Workshop: Explanatory Text: Comparison-and-Contrast Essay (p.548).</p> <p>Unit 3: Informational Texts-p.463-p.466. Keeping It Quiet. (Textbook Article). On the Boardwalk. (Magazine Article).</p> <p>Timed Writing: Write a Proposal for a Solution. Task: Noise pollution can be a serious hazard. Write a brief essay in which you propose a solution to this problem in your community. Use information from both texts to support your argument.</p> <p>Unit 3: Assessment Workshop: Types of Nonfiction Cumulative Review: Reading Literature/Informational Text/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 560-565.</p> <p>Conventions of Grammar Unit 3:</p> <ul style="list-style-type: none">• Conjunctions,• Prepositions and Prepositional Phrases,• Revising to Combine Sentences Using Conjunctions,• Subjects and Predicates,• Compound Subjects and Predicates,• Revising Errors in Adjectives and Adverb Usage	<p>Writing Workshop: Argument: Persuasive Essay (p.698).</p> <p>Poetry Tasks: Exemplar According to the CCLS: 7th Grade: “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge (Tasks 1, 2, &3).</p> <p>Unit 4: Informational Texts-p.623-p.627. How to Download Ringtones for a Cell Phone. (Technical Directions). Cell Phone Warranty. (Product Warranty).</p> <p>Timed Writing: Explanatory Text: Directions Task: Show that you understand the technical directions by creating an explanation of how to download and play a new ringtone. Refer to the source document for the steps, but use your own words in your explanation.</p> <p>Unit 4: Assessment Workshop: Poetry Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 710-715.</p> <p>Conventions of Grammar Unit 4:</p> <ul style="list-style-type: none">• Infinitive and Infinitive Phrases,• Appositives and Appositive Phrases,• Revising Sentences Using Participles,• Independent and Subordinate Clauses,• Sentence Structures,• Revising Fragments and Run-on Sentences
---	--	--	--	--	--

CCLS Alignment (Skills and Content)	R – W – S.L – 1a-c Lang – 6	R – W – S.L – 1a-c Lang – 6	RL – 1, 2, 3, 6, 10 RI – 1, 2, 3, 5, 6, 10 W – 2a-e, 3a-e, 5, 7, 9a-b, 10 S.L – 1a-c Lang – 6	RL– 3, 10 RI – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W – 1a-b, 2a-e, 3d, 4, 5, 8, 9b S.L – 1a-c Lang – 6	RL– 1, 2, 3, 4, 6, 10 RI – 1, 4, 5, 9, 10 W – 1a-e, 2a, 2d-f, 3a-e, 5, 7, 9a S.L – 1a-c Lang – 6
Notes:	Recommendation to weave non-fiction throughout each month	“	“	“	“

Month	February	March	April	May	June
Reading Focus	Poetry	Revisiting Fiction and Non-Fiction, Informational Texts and Functional Documents and Test Prep Novels	Revisiting Fiction and Non-Fiction, Informational Texts and Functional Documents and Test Prep Novels	Drama	Themes in the Oral Tradition
	7th Grade: Omnivore’s Dilemma (Tasks 1, 2, &3).	Prentice Hall Units 1, 2, 3, & 4 Review	Prentice Hall Units 1, 2, 3, & 4 Review	Novels Prentice Hall Unit 5	Novels Prentice Hall Unit 6
	Poetry Tasks: Exemplar According to CCLS:	Poetry Tasks: Exemplar According to the CCLS:			
	7th Grade: “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge (Tasks 1, 2, &3).	7th Grade: “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge (Tasks 1, 2, &3).			
Skills of the Week	Prentice Hall Unit 4 Skills of the Week Week 1: Figurative Language Poetic form and Structure Week 2: Drawing Conclusions Forms of Poetry Draw conclusions Figurative language Week 3: Follow Technical directions Comparing narrative poems Paraphrase Sound devices Week 4: Determine the Main Idea Comparing Imagery	Skills of the Week Week 1: Review All skills accordingly from Units 1-4 Week 2: Review All skills accordingly from Units 1-4 Week 3: Review All skills accordingly from Units 1-4 Week 4: Review All skills accordingly from Units 1-4.	Skills of the Week Week 1: Review All skills accordingly from Units 1-4 Week 2: Review All skills accordingly from Units 1-4 Week 3: Review All skills accordingly from Units 1-4 Week 4: Review All skills accordingly from Units 1-4.	Skills of the Week Week 1: Conflict and Character Elements of Drama Week 2: Purpose for reading dialogue Purpose for reading stage directions Week 3: Identify author’s perspective Comparing Characters Summarize characters motives Week 4: Identify bias and stereotyping Comparing dramatic speeches	Skills of the Week Week 1: Theme Structure and Theme Week 2: Cause and Effect Myth Cause and Effect Legend and Fact Week 3: Analyze Cause and Effect organization Comparing Universal Themes Compare and Contrast Cultural Context Compare and Contrast Folk Tale Week 4: Analyzing point of view Comparing Tone and Theme

Genre of the Month	Poetry	Fiction, Nonfiction, Short Story, Poetry, etc.	Fiction, Nonfiction, Short Story, Poetry, etc.	Drama, Screenplays, Script Writing	Folk Tale, Fiction, Short Story
Theme	COMMUNICATION	COMMUNICATION, TRUTH & AWARENESS	COMMUNICATION, TRUTH & AWARENESS	IMAGE	HUMAN BEHAVIOR
Prentice Hall Literature	PH Unit 4: Poetry	Review: PH Units 1, 2, 3, & 4	Review: PH Units 1, 2, 3, & 4	PH Unit 5: Drama	PH Unit 6: Oral Tradition
Reading Resources	<p>PH Literature, Anthologies, The World Anthology, Springboard, Peoples Common Core, Common Core library and Text Exemplars, PHLitonline.com, etc.</p> <p>Poetry Tasks: Exemplar According to CCLS:</p> <p>7th Grade: “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge (Tasks 1, 2, &3).</p> <ul style="list-style-type: none">Poem) The Railway Train by Emily Dickinson p. 577Teacher picks from leveled selections in Unit 4(Poem) Maestra/The Desert Is My Mother/Bailando by Pat Mora p. 578(Lyric Poem) The Rider by Naomi Shihab Nye p. 586(Concrete Poem) Seal by William Jay Smith p. 588(Haiku) Haiku by Buson p. 590(Lyric Poem) Winter by Nikki Giovanni p. 594(Concrete Poem) Forsythia by Mary Ellen Solt p. 595(Haiku) Haiku by Matsuo Basho p. 596(Figurative Language) Life by Naomi Long Madgett p. 604(Figurative Language) Loo-Wit by	<p>PH Literature, fiction and non-fiction from Springboard, Common Core library and Text Exemplars, The World Anthology, Reading and Writing Sourcebook, Peoples Common Core, periodicals, persuasive texts, anthologies, informational text classroom library titles, newspaper and magazine articles, collected functional documents (recipes, procedural manuals, charts/graphs), short story collections, PHLitonline.com, etc</p> <p>Grade 7 Unit Reviews: Big Question/Essential Question: Review Units 1-4 in conjunction with Test Prep materials.</p> <ul style="list-style-type: none">Teacher chooses selection(s) <p>Teacher will implement Test Prep materials within the daily curriculum scope-and-sequence.</p>	<p>PH Literature, fiction and non-fiction from Springboard, Common Core library and Text Exemplars, The World Anthology, Reading and Writing Sourcebook, Peoples Common Core, periodicals, persuasive texts, anthologies, informational text classroom library titles, newspaper and magazine articles, collected functional documents (recipes, procedural manuals, charts/graphs), short story collections, PHLitonline.com, Kaplan Prep, etc.</p> <p>Grade 7 Unit Reviews: Big Question/Essential Question: Review Units 1-4 in conjunction with Test Prep materials.</p> <ul style="list-style-type: none">Teacher chooses selection(s) <p>Teacher will implement Test Prep materials within the daily curriculum scope-and-sequence.</p>	<p>PH Literature, The World Anthology, Common Core Library and Text Exemplars, In-school Poetry Collections/libraries of scripts, plays, skits, movies, videos, PHLitonline.com, etc</p> <p>Grade 7 Unit 5: Big Question/Essential Question: How do we decide who we are?</p> <ul style="list-style-type: none">(Drama) from Sorry, Wrong Number by Lucille Fletcher p. 727(Drama) from Dragonwings by Laurence Yep p. 729(Drama) A Christmas Carol: Scrooge and Marley, Act I by Israel Horovitz p. 740 and (Informational Text) Union Workhouses (Literature in Context) p. 748(Drama) A Christmas Carol: Scrooge and Marley, Act II by Israel Horovitz p. 775 and (Informational Text) The Many Faces of Scrooge (Literature in Context) p. 800(Argument) Reviews of a Christmas Carol p. 813(Expository Text) Charles Dickens’s A Christmas Carol p. 815(Drama) from A Christmas Carol: Scrooge and Marley, Act 1, Scene 2: Act 1, Scene 5 p. 820-821(Teleplay) The Monsters Are Due on	<p>PH Literature, speeches, debates, plays, oratories, music, videos, movies, presentations, plays, skits, Greek tragedies, lyrics/music/song, PHLitonline.com, etc</p> <p>Grade 7 Unit 6: Big Question/Essential Question: How much do our communities shape us?</p> <ul style="list-style-type: none">(Fable) The Travelers and the Bears from Aesop’s Fables by Jerry Pinkney p. 907(Folk Literature) Grasshopper Logic, he Other Frog Prince, and Duckbilled Platypus vs. Beefsnakstik by Jon Scieszka and Lane Smith p. 908(Greek Myth) Icarus and Daedalus by Josephine Preston Peabody p. 916(Greek Myth) Demeter and Persephone by Anne Terry White p. 924 and (Informational Text) Gods and Goddesses (Literature in Context) p. 929(Social Studies Article) Tenochtitlan the Aztec Capital by Jacqueline Dineen p. 938(Mexican Legend) Popocatepetl and Ixtlaccihuatl by Juliet Piggot Wood p. 946 and (Informational Text) Tenochtitlan (Literature in Context) p. 952(Expository Text) The Seasons on Earth by PH Science Explorer p. 961((Expository Text) What Gives the

	<div><div>Wendy Rose p. 606</div><div><ul style="list-style-type: none">• (Figurative Language) The Courage That My Mother Had by Edna St. Vincent Millay p. 608• (Figurative Language) Mother to Son by Langston Hughes p. 612• (Figurative Language) The Village Blacksmith by Henry Wadsworth Longfellow p. 614• (Figurative Language) Fog by Carl Sandburg p. 616• (Functional Text) How to Download Ringtones for a Cell Phone p. 623• (Functional Text) Cell Phone Warranty p. 625• (Narrative Poem) The Highwayman by Alfred Noyes p. 630• (Narrative Poem) How I Learned English by Gregory Djanikian p. 636• (Sound Devices) Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out by Shel Silverstein p. 650• (Sound Devices) One by James Berry p. 652• (Sound Devices) Weather by Eve Merriam p. 654• (Sound Devices) Full Fathom Five by William Shakespeare p. 658• (Sound Devices) Train Tune by Louise Bogan p. 659• (Sound Devices) Onomatopoeia by Eve Merriam p. 660• (Sound Devices) Annabel Lee by Edgar Allan Poe p. 668• (Sound Devices) Martin Luther King by Raymond R. Patterson p. 670• (Sound Devices) I'm Nobody by Emily Dickinson p. 672• (Rhythm and Rhyme) Father William by Lewis Carroll p. 676• (Rhythm and Rhyme) Stopping by Woods on a Snowy Evening by Robert Frost p. 678• (Rhythm and Rhyme) Jim by Gwendolyn Brooks p. 680• (Expository Text) The Rhythms of Rap by Kathiann M. Kowalski p. 687• (Expository Text) Conjunction</div></div>			<div><div>Maple Street by Rod Sterling p. 834 and (Informational Text) Onscreen Aliens (Literature in Context) p. 855</div><div><ul style="list-style-type: none">• (Argument) Veteran Returns, Becomes Symbol by Minneapolis Star and Tribune p. 863• (Argument) The Wrong Orbit by The Kansas City Star p. 864• (Dialogue) from Grandpa and the Statue by Arthur Miller p. 868• (Monologue) My Head is Full of Starshine by Peg Kehret p. 874</div></div>	<div><div>Sunrise and Sunset Its Orange Glow? By GantDaily p. 963</div><div><ul style="list-style-type: none">• (Greek Myth) The Voyage from Tales from the Odyssey by Mary Pope Osborne p. 968• (Blog) To the Top of Everest by Samantha Larson p. 972• (Zuni Folk Tale) Sun and Moon in a Box by Alfonso Ortiz and Richard Erdoes p. 992• (African American Folk Tale) How the Snake Got Poison by Zora Neale Hurston p. 1000 and (Informational Text) The Harlem Renaissance (Literature in Context) p. 1001• (African American Folk Tale) The People Could Fly by Virginia Hamilton p. 1010• (African Folk Tale) All Stories Are Anansi's by Harold Courlander p. 1018• (Argument) Zoos: Joys or Jails? By from Teen Ink p. 1029• (Argument) Kid Territory: Why Do We Need Zoos? By San Diego Zoo Staff p. 1031• (Poem) The Fox Outwits the Crow by William Cleary p. 1036• (Fable) The Fox and the Crow by Aesop p. 1038</div></div>
--	--	--	--	--	--

	<div>Junction by Schoolhouse Rock p. 689</div> <div><div><div>• (Imagery) Miracles by Walt Whitman p. 694</div><div>• (Imagery) in Just- by E.E. Cummings p. 696</div></div></div>				
Essential Questions	7 th Grade Unit 4: What Is The Best Way To Communicate?	Review of PH Units 1-4 TEST PREP	Review of PH Units 1-4 TEST PREP	7 th Grade Unit 5: Do Others See Us More Clearly Than We See Ourselves?	7 th Grade Unit 6: Community or Individual, Which is more important?
Writing Focus and Assessment/s	<div>Cornell Note taking</div> <div>Writing Workshop: Argument: Problem-and-Solution Essay (p.640).</div> <div>Writing Workshop: Argument: Persuasive Essay (p.698).</div> <div>Poetry Tasks: Exemplar According to CCLS:</div> <div>7th Grade: “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge (Tasks 1, 2, &3).</div> <div>Unit 4: Informational Texts-p.623-p.627. How to Download Ringtones for a Cell Phone. (Technical Directions). Cell Phone Warranty. (Product Warranty).</div> <div>Timed Writing: Explanatory Text: Directions Task: Show that you understand the technical directions by creating an explanation of how to download and play a new ringtone. Refer to the source</div>	<div>Cornell Note taking</div> <div>Response to Literature</div> <div>Response to Literature</div> <div>Response to Literature</div> <div>Response to Literature</div>	<div>Cornell Note taking</div> <div>Response to Literature</div> <div>Response to Literature</div> <div>Response to Literature</div> <div>Response to Literature</div>	<div>Cornell Note taking</div> <div>Writing Workshop: Informative Text: Multimedia Report (p. 824).</div> <div>Writing Workshop: Explanatory Text: Cause-and-Effect Essay (p. 878).</div> <div>Unit 5: Analyzing Argumentative Texts - p.863-865 Veteran Returns, Becomes Symbol (Editorial). The Wrong Orbit. (Editorial).</div> <div>Timed Writing: Argumentative Text: Evaluation Task: Choose one of the editorials about John Glenn’s plans to travel in space, and write an evaluation of the piece. Tell whether the author successfully argued and supported his or her claims. Use details from the text to support your answer.</div> <div>Unit 5: Assessment Workshop: Drama Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks</div>	<div>Cornell Note taking</div> <div>Writing Workshop: Informative Text: Business Letter (p. 982).</div> <div>Writing Workshop: Informative Text: Research Report (p. 1040).</div> <div>Unit 6: Analyzing Expository Texts-p.961-p.963. The Seasons on Earth. (Textbook Article). What Gives the Sunrise and Sunset Its Orange Glow? (Question and Answer).</div> <div>Timed Writing: Explanatory Text: Essay. Task: Extend the chain of causes and effects in the textbook article by explaining how the cycle of seasons affects your area. Write a brief essay that explains some of the effects caused by changes in the weather and the number of daylight hours.</div>

	<p>document for the steps, but use your own words in your explanation.</p> <p>Unit 4: Assessment Workshop: Poetry Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 710-715.</p> <p>Conventions of Grammar Unit 4:</p> <ul style="list-style-type: none">• Infinitive and Infinitive Phrases,• Appositives and Appositive Phrases,• Revising Sentences Using Participles,• Independent and Subordinate Clauses,• Sentence Structures,• Revising Fragments and Run-on Sentences			<p>selected by teacher...p. 890-895.</p> <p>Conventions of Grammar Unit 5:</p> <ul style="list-style-type: none">• Interjections, Double Negatives,• Revising to Avoid Common Usage Problems,• Sentence Functions and End-marks,• Correcting Subject-Verb Agreement with Compound Subjects	<p>Unit 6: Assessment Workshop: Themes in Oral Tradition Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 1054-1059.</p> <p>Conventions of Grammar Unit 6:</p> <ul style="list-style-type: none">• Punctuation Marks, Commas,• Revising Incorrect Use of Commas,• Capitalization,• Abbreviations,• Revising to Correct Use of Pronoun Case
CCLS Implementation and Alignment (Skills and Content)	RL – 1, 4, 5, 6, 7, 10 RI – 1, 4, 5, 10 W – 1a-e, 2a-b, 2d-f, 4, 5, 7, 9a, 10 S.L – 1 Lang – 6	RL– 1, 2, 3, 4, 6, 10 RI – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W – 1a-b, 2a-f, 3a-e, 4, 5, 7, 8, 9a-b S.L – 1a-c Lang – 6	RL– 1, 2, 3, 4, 6, 10 RI – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W – 1a-b, 2a-f, 3a-e, 4, 5, 7, 8, 9a-b S.L – 1a-c Lang – 6	RL – 1, 2, 3, 5, 6, 7, 10 RI – 1, 6, 9, 10 W – 1a-c, 2a-c, 4, 7, 8, 9a S.L – 1 Lang – 6	RL – 1, 2, 3, 5, 9, 10 RI – 1, 5, 6, 9, 10 W – 1a-b, 1e, 2a-c, 2e-f, 3a-b, 4, 5, 7, 8, 9a S.L – 1 Lang – 6
Notes:	Recommendation to weave non-fiction throughout each month	“	“	“	“